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ABSTRACT

This competency-based preservice home economics teacher education module on consumer aspects in planning meals is the third in a set of five modules on consumer education related to foods and nutrition. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objectives and overview, two units of instruction are presented: (1) principles of meal management and menu planning (includes six lessons on the consumer and meal management, planning meals to meet physiological needs, psychological needs which influence meal planning, cultural aspects in meal planning, socioeconomics of meal management, and the principles of meal management applied) and (2) reliable sources of nutrition information. Each lesson generally includes a narrative summary, suggested activities, and suggested resources (readings). A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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CONSUMER APPROACH STRAND:

FOODS AND NUTRITION

MODULE I-C-3 CONSUMER ASPECTS IN PLANNING MEALS

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1978

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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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MATCHE PROJECT

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CONSUMER ASPECTS IN PLANNING MEALS

Module Objectives

The MATCHE student will be able to apply principles of menu planning to suit each individual's physiological needs, with consideration of social, psychological, sociocultural, and socioeconomic aspects.

The MATCHE student will be able to locate sources of reliable nutrition information, including books, professional journals, commonly available magazines, and publications from government, professional, and private organizations.

Module Overview

Family meals can achieve nutritional adequacy if careful planning precedes meal preparation. Planning meals for the family group entails consideration of the needs of each individual.

Another factor that the meal planner is concerned with is cost. One can be adequately nourished at many cost levels, but to be so when the income is low requires careful planning, considerable ingenuity, and the time to make the less varied meal interesting.

To assist you in understanding the consumer aspects of planning nutritious meals, this module has been divided into the following units:

Unit 1: Principles of Meal Management and Menu Planning

Unit 2: Reliable Sources of Nutrition Information

Guide

As a first step in accomplishing the objectives of this unit, review the literature in the resource list. Use questions as a progress check to determine gaps in your knowledge and comprehension regarding unit objectives. The activities are designed to develop abilities to apply knowledge realistically to specific situations presented in the objectives.

UNIT 1

PRINCIPLES OF MEAL MANAGEMENT AND MENU PLANNING

Objectives

Meals and other food related activities consume more than one third of all the time spent on household tasks in the average American home. The MATCHE student will develop goals and criteria for efficient meal management and will be able to integrate them into individual life styles.

The MATCHE student will learn to plan nutritionally adequate diets for family members of all ages.

Recognizing that "we are what we eat," the MATCHE student will be able to identify psychological needs related to food and will be able to plan menus which consider these in various diets.

Individual preferences, traditions, and cultures affect the selection of food and the way it is prepared and served. The MATCHE student will be able to demonstrate these influences both in everyday family meals and on special occasions.

The MATCHE student will recognize that efficient management of time, energy, and resources is an important part of total family food management and will be able to plan menus which recognize family criteria for management and quality of life.

Considering several levels of income and individual social and psychological needs, the MATCHE student will be able to match well-balanced meals with the family resources.

Overview

Everyone needs the same nutrients but not in the same amounts. Diet is affected by age, sex, size, and activity, as well as by personal preferences, traditions, cultures, nationalities, religions, geographical location, climate, environment, economics, etc.

Families must determine how much of the family income can be spent for food and plan diets which will provide 100 percent of the Recommended Dietary Allowances (RDA) for individual family members.

It is the purpose of this unit to apply your basic nutrition knowledge and meal planning principles to a variety of situations so that you can assist others as they plan nutritious meals for themselves and their families.

Lesson 1: The Consumer and Meal Management

Narrative Summary

More time is spent on meal preparation and dishwashing than any other house care activities in the average home. Personal expenditures for food climb at astronomical rates every year. No other economic activity affects all consumers so much as the "three square-meals" every day. Like all other consumer activities, meal management is a decision-making process which is affected by our individual goals, values, and resources. In turn, it affects many others in our families, communities, and nation.

The activities of this lesson will enable you to identify the homemaker's role in meal management and some of the ways she or he influences and is influenced by the consumer market.

Suggested Activities (Independent Library Study)

Part A

Develop a glossary to include each of the following terms in relation to the objective for this lesson.

Adulterated food
Chain store
Clostridium
Convenience store
Decision making
Dehydration
Discount food store
F.D.A.
Food additive
Freeze-drying
Goals
Grades
Grocery store
Loss leader
Microwave processing
Misbranded food
Mom & Pop store
Neighborhood store
Prtozoa
Resources
Retailer-owned cooperative
Salmonella
Small store
Specialty store
Standards

Store loyalty
Superette
Supermarket
Synthetic food
U.S.D.A.
Values
Voluntary group retailer

Part B

List four goals of the homemaker related to meal management.

1.
2.
3.
4.

Part C

Adulteration of food has a long and enduring history. American consumers are protected by many laws which ensure the quality of the food they eat. Briefly explain how these laws protect consumers.

1. The Wholesome Meat Act
2. The Food and Drug Law of 1906
3. The Federal Food, Drug and Cosmetic Act
4. The Delaney Amendment
5. The Fair Packaging and Lebeling Act

Part D

Many branches of government are responsible for the quality of our food supply. Briefly explain the roles of the following:

1. The Food and Drug Administration
2. U.S. Department of Health and Welfare
3. U.S. Department of Agriculture
4. U.S. Department of Commerce
5. The Federal Trade Commission
6. State Department of Agriculture

Part E

Check grocery and food ads in your local newspaper, on television, and at several different stores. List some kinds of price competition to be found in your area.

1.
2.
3.
4.
5.

Suggested Resources

Bennion, Marion, and Osee Hughes. Introductory Foods. 6th ed. New York: MacMillan, 1975.

Gordon, Leland J., and Stewart M. Lee. Economics for Consumers. New York: D. Van Nostrand, 1972.

Kinder, Faye. Meal Management. 4th ed. New York: MacMillan, 1973.

Kramer, Mary, and Margaret Spader. Contemporary Meal Management. New York: John Wiley and Sons, 1972.

Troelstrup, Arch W. The Consumer in American Society: Personal and Family Finance. 5th ed. New York: McGraw-Hill, 1974.

U.S. Department of Agriculture. Shopper's Guide, 1974 Yearbook of Agriculture. Washington D.C.: U.S. Government Printing Office, 1974.

Lesson 2: Planning Meals to Meet Physiological Needs

Narrative Summary

All persons need the same nutrients but the quantities vary with age, sex, size, and activity. A diet which meets all the nutritional needs of the person provides those nutrients that the body needs for maintenance and repair, living processes, and growth or development. There is no ideal diet since diet is a matter of individual requirements, and there are many combinations of foods that will satisfy those body needs.

Regional availability of foods, socioeconomic conditions, taste preferences, age of the family members, storage and preparation facilities, and cooking skills are factors which must also be considered when meals are planned. In this lesson you will explore some basic nutrition knowledge and meal planning principles that can be applied to a variety of meal management situations.

Suggested Activities (Independent Library Study)

Part A

Answers to the questions below will help you to understand the role of nutrition in meal management. Consult the resources listed at the end of the lesson and write short answers to each one as it relates to objective of this lesson.

Proteins

1. What are the factors which influence the amount of protein a person requires?

2. Explain why plant food proteins are of lower biological value than are animal foods.

3. Explain what is meant by saying that plant proteins can supplement each other. Indicate where this knowledge has been applied to improve diet.

4. Explain the relationship of amino acids to a state of good health.

5. Describe the primary function of protein in the body. Under what conditions is protein used as a source of energy?

Carbohydrates and Fats

6. Define metabolism and basal metabolism.

7. By what means is the energy potential of food measured?

8. Explain why it is very important that one's diet have a sufficient amount of carbohydrates.

9. What are the major food sources of carbohydrates?

10. What is glycogen? Where is it found in the body?

11. Explain ways in which the body takes care of excess amounts of carbohydrates.

12. What are the major food sources of fat? With what other nutrients are fats often combined?

13. What purpose does fat have in the body?

14. Explain how the body reacts to the lack of sufficient carbohydrates and fats in order to maintain its energy.

15. What are the factors which influence energy requirements in the body?

16. What are some of the reasons for conditions of overweight and underweight?

17. Give some examples illustrating the differences in energy requirements for various persons.

18. Find examples of ways in which cultural background may influence the amount and kinds of fats used in daily diets.

Minerals

19. What is the general role of minerals in the body?

20. Why is calcium necessary?

21. What is the relationship of phosphorus to the acid-base balance of the body?

22. What is the relationship of iron to hemoglobin?

23. What is nutritional anemia? What is the relationship of iron to this disease?

24. Describe the role that each of the following minerals plays in body processes: sodium, potassium, magnesium, chloride.

25. Why are some minerals called micronutrients? How do these differ from the essential minerals?

26. What is the relationship of copper to iron with regard to body processes?

Vitamins, Water, and Fiber

27. In the preparation of food, why is it important to know that certain vitamins are soluble in fat and that others are soluble in water?

28. What is a provitamin?

29. Why are carotenes referred to as precursors of vitamin A?

30. What are major sources of vitamin A?

31. What special functions does vitamin A have in the body?

32. Can an individual consume too much vitamin A?

33. Explain the relationship between vitamin D and the use of calcium in the body.

34. What main function does vitamin K serve?

35. Explain the relationship between vitamin E and carotene.

36. In what way are tiamine, riboflavin, and niacin related?

37. Why is thiamine often added to certain cereals and cereal products?

38. Why is niacin closely associated with the amount of protein one eats?

39. What are some deficiency diseases associated with the lack of various vitamins?

40. Why are citrus fruits used in the treatment of the deficiency disease, scurvy? How was this treatment discovered?

41. Why does one have to take care of preparing foods that are rich in vitamin C?

42. Explain in detail why water is so necessary to the body.

43. What factors influence the amount of water a person needs each day?

44. Explain why it is important to eat the non-digestible fibers found in foods.

Part B

There are several ways the consumer and meal planner can be sure that a family is receiving the proper nutrition. These activities will illustrate four of these and how to use them.

1. The 4-Group Daily Food Guide was designed by USDA food and nutrition scientists to help people select foods for family needs and nutritive values.
   - know the 4 groups
   - know the food products contained in each group
   - know the nutrition contribution of each group
   - know average servings per food group needed per day to meet USRDA

2. RDA--Recommended Daily Allowances provide for the maintenance of good nutrition for practically all health people in the United States.
   - acquire a table of RDA's
   - familiarize yourself with the categories and breakdowns within the categories

3. Nutritional Labeling--Nutrition information on food labels is intended to help people check, improve, and plan their diets.
   - know what information every panel label must show
   Nutrition panel labels are helpful in comparison shopping.
   - compare two different brands of a like product and consider the following:
     price and nutritional value
     price and number of servings per container
     price and cost per serving

Part C

Jane (twenty-three years old) has a two-year-old daughter, Robin. Robin has always been a frail child, has been sick a great deal, and is quite irritable at times. Jane does not associate Robin's health with her food. In five months, Jane is expecting her second child and has given no thought to what she herself eats during this time. The following menus show the meals Jane prepared for two days. Robin eats the same food as her mother.

Breakfast

First Day	Second Day
Cold Cereal and Milk	Sweet Rolls and Butter
Toast (buttered)	Cold Cereal and Milk
Coffee for mother	Coffee for mother
Milk for Robin	Milk for Robin

Lunch

Chicken Rice Soup	Cream of Corn Soup
Braunsweiger Sandwiches	Ham Sandwiches
Canned Peaches	Apple Sauce
1 glass Milk each for Jane and Robin	

Dinner

Meat Loaf	Pork Chops
Mashed Potatoes	Sweet Potatoes
Peas (buttered)	Creamed Corn
Bread, Butter	Molded Fruit Salad
Chocolate Cake	Bread and Butter
Coffee for mother	Apple Pie
Milk for Robin	Coffee for mother
	Milk for Robin

1. How many servings from each food group are included in each of these menus?

2. Are any food groups lacking?

3. Are any servings inadequate when compared with the recommended allowances?

4. For Robin, what food groups might be added to improve her diet?

5. What foods should be increased?

6. What information do you think would encourage Jane to improve her own food habits and serve well-balanced meals for her family?

Suggested Resources

Books

Bennion, Marion, and Osee Hughes. Introductory Foods. 6th ed. New York: MacMillan, 1975.

Church, Charles Frederick, and Helen Nichols Church. Food Values of Portions Commonly Used. 12th ed. Philadelphia: J. B. Lippincott, 1975.

Clydesdale, Fergus M., and Frederick J. Francis. Food Nutrition & You. Englewood Cliffs, New Jersey: Prentice Hall, 1977.

Kinder, Faye. Meal Management. 4th ed. New York: MacMillan, 1973.

Kramer, Mary, and Margaret Spader. Contemporary Meal Management. New York: John Wiley & Sons, 1972.

Labuza, Theodore P. Food and Your Well-Being. St. Paul, Minnesota: West Publishing, 1977.

Labuza, T.P. Food For Thought. Westport, Connecticut: AVI Publishing, 1974.

Labuza, Theodore P. The Nutrition Crisis: A Reader. St. Paul, Minnesota: West Publishing, 1975.

Whitney, Eleanor, and May Hamilton. Understanding Nutrition. St. Paul, Minnesota: West Publishing, 1977.

Wilson, Eva D., Katherine H. Fisher, and Mary E. Fuqua. Principles of Nutrition. 3d ed. New York: John Wiley & Sons, 1975.

Periodicals, Bulletins and Pamphlets

National Research Council, Committee on Dietary Allowances. Recommended Dietary Allowances. 8th ed. National Academy of Sciences, Washington, D.C. 1974.

U.S. Department of Agriculture. Family Fare--A Guide to Good Nutrition. Home and Garden Bulletin No. 1. Agri. Research Service. Washington, D.C. U.S. Government Printing Office, 1971.

U.S. Department of Agriculture. Nutrition Labeling--Tools for Its Use. Agri. Information Bulletin No. 382. Washington, D.C.: U.S. Government Printing Office, 1975.

U.S. Department of Agriculture. Nutritive Value of Foods. Home and Garden Bulletin No. 72. Agri. Research Service. Washington, D.C.: U.S. Government Printing Office, 1971.

U.S. Department of Agriculture. Your Money's Worth in Foods. Home and Garden Bulletin No.183. Washington, D.C.: U.S. Government Printing Office, 1976.

Lesson 3: Psychological Needs Which Influence Meal Planning

Narrative Summary

Desire for food is a universal instinct but consumers do not always select their food on the basis of edibility, nutritive value, or general availability. Food consumption is more than organic or economic. There is no society whose members are entirely rational in their food habits. The psychological role of food is a major determinant of consumer buying habits.

Suggested Activities (Independent Library Study)

Part A

All human behavior is affected by the social and psychological factors of the culture and food habits are no exception. Develop a glossary to include and explain each of the following groups of terms in relation to the objective of this unit for the third lesson.

1. Position in social group
   Role
      cultural norm
      value
      community
      association
      institution
      family
   Social Stratification

2. Foodways
   Food habits
   Availability (physical presence) of food
   Acceptability and food choice
   Economic situation
   Individual decisions

3. Symbolic meanings of food
      Biological security
         freedom from hunger
         safety and health benefits
      Emotional security
         conditioned responses
         emotional weapon or crutch
         familiar vs. strange foods
         memories
         taboos and superstitions
         religion
         resistance to change
      Sociological security
         status symbol
         association with things or people
         difficulty in acquiring or preparing
         relatedness and communication

self expression
changing

Sensory pleasure
sense of well-being
likes and dislikes
palatability
acceptance of new foods
senses: taste, smell, sight, sound, touch

Part B

Compose your own answers to the questions below. Then, interview a friend, neighbor, or classmate using the same questions. This will help you understand the many meanings food has to different individuals and to understand your own feelings about food.

1. What foods do you enjoy preparing and sharing? Why?

2. What is the most magnificent food experience you have ever had?

3. What foods do you consider to be good for you?

4. What is a "junk food?" Do you eat foods that you consider to be in this category?

   - Do you like it? Have a craving for it? Or eat it because others do?
   - Is it highly advertised?
   - Do you consider it a good food buy?

5. Considering your own family background:

   - What is your favorite ethnic food?
   - Is it something that you had as a child?
   - Who prepares it?
   - Is it easy to prepare or not?
   - When did this dish become your favorite?

6. What foods are your favorites?

   - Where did you first eat these foods?
   - What was the occasion?

7. Are there special foods that you associate with special family celebrations?

   - Do most of your family's celebrations include food?
   - What foods? Are these special foods served for special celebrations or do you eat them at other times? Occasionally or frequently?
   - Are there any family celebrations which do not include food? What are they?

8. What foods do you eat:

   - When you feel sad?
   - When you feel happy?
   - When you feel good?
   - When you want to celebrate?
   - When you are sick?
   - When you dine out with a friend?

9. Are there foods that you strongly dislike?

   - What are they?
   - Why do you dislike them?

10. Recall the favorite food of your childhood.

   - What memories do you associate with this food?
   - Why was this food special?
   - Does it have a special taste, texture, or aroma?
   - Was it rarely available or was it associated with a special occasion?

11. Have you hunted, fished, or gathered wild berries? Have you ever grown your own food or a part of it?

   - Was it a necessity or for recreation?
   - How did you prepare the food?
   - Who ate it? Did they like it?

Suggested Resources

Books

Clydesdale, Fergus M. and Frederick J. Francis. Food Nutrition & You. Englewood Cliffs, New Jersey: Prentice Hall, 1977.

Gifft, Helen H. Nutrition, Behavior, and Change. Englewood Cliffs, New Jersey: Prentice Hall, 1972.

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Creasy, Donna Newberry. "How We Choose Our Foods--and Why," What's New In Home Economics, September 1974, pp. 43-45.

J.C. Penney. Forum--Consumers and Food: Making Choices. Educational Relations Department. New York: J.C. Penney Company, Inc. Fall/Winter 1977.

Starr, Jack. "The Psychology and Physiology of Eating," Today's Health, February 1973, pp. 32-37.

Lesson 4: Cultural Aspects in Meal Planning

Narrative Summary

Individual preferences, family traditions, and cultural origins affect the selection of food, the way it is prepared, and the way it is served. The United States includes people from all over the world and has the greatest variety of food of any country.

You should know and understand some of these influences both on everyday family meals and on special occasions, for they form the very basis of our food consumption patterns.

Suggested Activities (Independent Library Study)

Part A

The resources listed at the end of this lesson will identify many cultural foods and regional dishes. Answer the questions below in relation to the objective for this lesson.

1. Identify and place the following foods in their proper geographic area:

Jambalaya	Crackling bread
Ceasar salad	Pepper pot soup
Election cake	Abalone
Key lime pie	Wheat tortillas
Dungeness crab	Finnan haddie
Tillamook cheese	Turnip greens
Flannel cakes	Poi
Chicken gumbo	Chincoteague oysters
Indian pudding	Persimmon pudding

2. Choose a cookbook or cookbooks containing your favorite foreign foods.

   - What characterizes this cuisine?
   - What kinds of cooking appliances are used? How do they affect the preparation of food and the food habits of the people?
   - Plan a dinner menu typical of the cuisine. Briefly describe how each dish is prepared and served.

3. Identify the national origin of each of the following:

dolma	jardinière	picadillo
quenelles	couscous	kirsh
arroz con pato	chayote	jalapeño
bearnaise	baklava	tahini
agnello	gruyère	chorizo
espagnole	diffa	polpette
feta	frittata	ouzo

4. What are some of the historical factors which affected the development of the cuisine which is characteristic of the Southwest?

5. What is the most striking feature of German cookery? In what area of the country are you most likely to find it?

6. What is a luau? What is a smörgasbord? What is a buffet?

7. How is French cookery similar to Japanese cookery? Italian cookery like French?

Part B

Visit a gourmet food store or a grocery store which specializes in ethnic foods. Locate and indentify several food items which you have never seen before. Read the labels. Notice the layout of the store and the way the items are displayed. Interview store personnel and gather all the information you can about these items.

- Are they imported?
- Country of origin?
- Are they ready-to-eat or an ingredient for some other food?
- How are they used?

Part C

List some of the favorite foods for each member of your family.

- Where (country) does each dish originate?
- How has it been adapted to your use?
- Are there ingedients that come from other countries?

Part D

With a friend or neighbor, plan and prepare a buffet meal which includes foods from another country or culture.

- Were some of your favorite dishes included?
- Did you try something new?
- Do you like it?

Suggested Resources

Books

Gifft, Helen H. Nutrition, Behavior, and Change. Englewood Cliffs, New Jersey: Prentice Hall, 1972.

Gordon, Leland J. and Stewart M. Lee. Economics for Consumers. New York: D. Van Nostrand, 1972.

Lowenburg, Miriam. Food & Man. 2nd ed. New York: John Wiley & Sons, 1974.

Troelstrup, Arch. W. The Consumer In American Society: Personal and Family Finance. 5th ed. New York: McGraw-Hill, 1974.

U.S. Department of Agriculture. 1974 Yearbook of Agriculture, Shopper's Guide. Washington, D.C.: U.S. Government Printing Office, 1974.

Periodicals, Bulletins and Pamphlets

American Dietetic Association. Understanding Food Patterns in the U.S.A. Chicago: The American Dietetic Association, 1969. 16 pages.

Creasy, Donna Newberry. "How We Choose Our Foods--and Why." What's New In Home Economics, 1974, pp. 43-45.

J.C. Penney. Forum--Consumers and Food: Making Choices. Educational Relations Department. New York: J.C.Penney Company, Inc. Fall/Winter 1977.

Starr, Jack. "The Psychology and Physiology of Eating," Today's Health, February 1973, pp. 32-37.

"Our Cooking Heritage." (reprint) What's New in Home Economics. New York: Reuben H. Donnelley, 1969.

Lesson 5: Socioeconomics of Meal Management

Narrative Summary

The American consumer is in the midst of a food revolution; life styles and food habits are changing rapidly. More women are working outside their homes, with most of them still running the household. There is a decline in family-group eating, greater use of convenience foods, more selection of food on the basis of taste rather than nutritional content, more snacking, more meal skipping, more eating away from home, declining nutritional knowledge and awareness, earlier self-determined food choices by youth, a declining priority of food in the family budget, more purchasing of processed and synthetic foods, and a rise in the popularity of health food fads and diets.

If the homemaker cannot or will not give much time, energy, and money to meals, then they are what they are and they cost what they cost for those reasons. Efficient management of time, energy, and resources is an important part of total family food management. You should be able to plan meals which recognize family criteria for management and quality of life.

Suggested Activities (Independent Library Study)

Part A

Answer the questions below in relation to the objective for this lesson. The resources listed at the end of this lesson will provide you with many insights into the socioeconomic complexities related to planning and managing family meals.

1. What determines how much a family spends for food?
2. What factors determine where you shop?
3. What affects the price of food?
4. What determines the cost of convenience foods?
5. What are the advantages of planning meals before you shop?
6. What is a "good buy"?
7. How do you determine cost per serving and what are the advantages of doing this?
8. Why should the consumer read the label before making a purchase?
9. What information is required by law to be on food labels?

10. When may it be advisable to buy some foods by brand name?

11. How does a knowledge of grade help the consumer?

12. What are some of the factors that you would consider when buying fresh fruits?

13. In general, what guides do you follow in selecting fresh vegetables?

14. Why are cans of food which have bulging tops and bottoms considered unsafe for use?

15. Milk is sold in various forms. Describe several of these and the way in which each type should be stored.

16. List some factors which should be considered when buying fresh eggs.

17. Today most meats are marketed in packages with labels which give some information to the consumer. In what respects is this prepackaging an advantage? A disadvantage?

18. Name as many different kinds of pasta as you can and describe them.

19. What are "empty calories" and why are prepared breakfast cereals often downgraded for belonging to this category?

Part B

Find out from your parents, grandparents, and/or other members of the "older generations" what grocery shopping was like when they were children or when they were first married. Get all the information you can about:

- The store and where they shopped.
- How often they shopped.
- What form foods were purchased in--bulk, whole, fresh, processed, individually wrapped, frozen, canned, or dried.
- The ways in which foods were displayed in the store.
- The ways in which the food was sold to the consumer.
- Services offered by the store that they no longer see.
- The differences and likenesses of foods then and now especially taste, appearance and smell.
- Whether foodways have improved or declined over the years.
- The influences these changes have had on the quality of life.
- Do they have food experiences they would like to pass on to the future generations? Do you?

Compare these findings with goods and services available in today's supermarket. In what ways are present day methods of marketing food better for the consumer? In what ways are they disadvantageous?

Part C

Select a farm food product such as (a) eggs, (b) fresh fluid whole milk, (c) citrus fruits, (d) poultry, (e) beef, or (f) wheat. Trace the routes that this product might take on its way to the consumer. How has the change in the marketing of the product in recent years affected the quality and cost of the product?

Part D

Compare the advantages and disadvantages of the use of convenience foods in meal preparation by planning a menu based on foods available from a take-out food service or prepackaged prepared foods from the store. Supplement these with other foods requiring a minimum of preparation in the home to provide a nutritious meal for four. When the menu is complete, total the cost and estimate the time involved in assembling it. Then compare the cost and time to a meal prepared almost entirely from "scratch" using the same menu.

Part E

Draw to scale on graph paper the kitchen in which you prepare meals (or select a plan from a magazine or newspaper). With a pencil, work the paths traveled in preparing a meal like the one above.

- To what extent do the lines cross and recross?
- How many work centers are there? Are any combined?
- Is there an area for planning menus and shopping?
- Where is the food stored?
- What areas are actually used in preparation of the meal? Setting the table and serving the food?
- Is clearing the table and clean-up after the meal accomplished easily?
- What improvements in the arrangement can you suggest?
- How would you arrange the time schedule for more efficient preparation of this meal?

Part F

One of the most important social aspects of meal planning is the way in which food is served. Plan and set the table for a family meal, a dinner for your husband's boss, and a luncheon for three of your closest friends.

Suggested Resources

Books

Bennion, Marion, and Osee Hughes. Introductory Foods. 6th ed. New York: MacMillian , 1975.

Gordon, Leland J. and Stewart M. Lee. Economics for Consumers. New York: D. Van Nostrand, 1972.

Kinder, Faye. Meal Management. 4th ed. New York: MacMillan, 1973.

Kramer, Mary, and Margaret Spader. Contemporary Meal Management. New York: John Wiley & Sons, 1972.

Troelstrup, Arch W. The Consumer in American Society: Personal and Family Finance. 5th ed. New York: McGraw-Hill, 1974.

U.S. Department of Agriculture. 1974 Yearbook of Agriculture, Shopper's Guide. Washington, D.C.: U.S. Government Printing Office, 1974.

Periodicals, Bulletins, and Pamphlets

American Home Economics Association. Handbook of Food Preparation. 7th ed. Washington, D.C.: American Home Economics Association, 1975.

U.S. Department of Agriculture. Family Fare--A Guide to Good Nutrition. Home and Garden Bulletin No. 1. Agri. Research Service. Washington, D.C.: U.S. Government Printing Office, 1971.

U.S. Department of Agriculture. Your Money's Worth in Foods. Home and Garden Bulletin No. 183. Washington, D.C.: U.S. Government Printing Office, 1976.

Lesson 6: The Principles of Meal Management Applied

Narrative Summary

Stretching food dollars in today's markets is a challenge to every shopper regardless of income. For those on a limited budget, finding ways to cut food costs is a constant concern. Income must be evaluated to determine a reasonable food budget and meals must be planned within that budget. However, enough should be spent to give the family nutritious meals they enjoy eating. Many combinations of foods at various levels of cost provide the nutrients for a well-balanced diet. The less money spent, the more careful one will have to be to select foods that are economical as well as nutritious.

Considering several levels of income and individual social and psychological needs, you should be able to match well-balanced, nutritious meals with the family resources.

Suggested Activities (Independent Library Study)

Part A

Review Lessons 1 through 5 to be sure you understand the concepts and principles presented in each. This lesson is designed to apply all of the objectives of this unit.

Part B

Consult the resources listed at the end of this lesson and previous lessons and locate:

1. The Daily Food Guide (Basic Four) from Your Money's Worth In Foods, U.S.D.A. Home and Garden Bulletin No. 183; or Family Fare--A Guide to Good Nutrition, Home and Garden Bulletin No. 1.

2. Recommended Dietary Allowances. 8th ed. National Academy of Sciences.

3. Nutritive Value of Foods, U.S.D.A. Home and Garden Bulletin No. 72; or Food Values of Portions Commonly Used, by Church and Church.

4. Guides and charts showing serving sizes and servings per market unit. American Home Economics Association Handbook of Food Preparation.

Note: Most of these are reproduced in several of the books included in the resource list.

Part C

You have the responsibility for planning and preparing the meals for a family of four, including the following:

- Father, age 35, is a carpenter and draws an annual income after taxes of $15,500;
- Mother, age 33, does not work outside the home;
- A son, age 11, and a daughter, age 6.

1. What foods will provide the nutrition required by each member of this family?

2. Do the occupation and activities of the family members affect the amount of money spent on food? Why? How?

3. How much of this family's income should be allocated for food?

4. Plan nutritionally balanced meals for this family for one or two days.

5. Is the diet which you have planned nutritionally adequate for each member of the family? Evaluate the meals using the Daily Food Guide found in Your Money's Worth In Foods, U.S.D.A. Home and Garden Bulletin No. 183, p. 4, or in Family Fare--A Guide to Good Nurition, U.S.D.A. Home and Garden No. 1, p. 4.

6. Determine the cost of the meals for this family for one day.

Part D

Due to heavy rains, the construction of the new bank building has been halted and the father is laid off. Suddenly, the family income is reduced to $650 per month.

1. How will this affect the family's diet?

2. This may become a semi-permanent situation. List ways to economize and reduce food costs by 20 percent while father looks for another job.

3. Replan the menus for this family for a day at the new income level.

4. Evaluate these meals to determine if they provide the family's nutritive requirements according to the U.S. RDA which appear in Nutrition Labeling--Tools For Its Use, pp. 10-45.

Part E

A couple down the street live on a retirement income that is less than $5600 per year.

1. Plan a day's meals for them.

2. Evaluate the nutrition provided by these meals using as a guide the RDAs from Recommended Dietary Allowances. 8th ed., published by the National Academy of Sciences, and Nutritive Values of Foods, U.S.D.A. Home and Garden Bulletin No. 72, or Church and Church's Food Values of Portions Commonly Used.

3. What are some of the ways they can increase the amount of money available for food? When would they be eligible for the Food Stamp Program? Are there other community services or programs which they might use?

Suggested Resources

Books

Bennion, Marion, and Osee Hughes. Introductory Foods. 6th ed. New York: MacMillan, 1975.

Church, Charles Frederick, and Helen Nichols Church. Food Values of Portions Commonly Used. 12th ed. Philadelphia: J.B. Lippincott, 1975.

Kinder, Faye. Meal Management. 4th ed. New York: MacMillan, 1973.

Kramer, Mary, and Margaret Spader. Contemporary Meal Management. New York: John Wiley & Sons, 1972.

Labuza, Theodore P. Food and Your Well-Being. St. Paul, Minnesota: West Publishing, 1977.

Troelstrup, Arch W. The Consumer In American Society: Personal and Family Finance. 5th ed. New York: McGraw-Hill, 1974.

U.S. Department of Agriculture. 1974 Yearbook of Agriculture, Shopper's Guide. Washington, D.C.: U.S. Government Printing Office, 1974.

Whitney, Eleanor, and May Hamilton. Understanding Nutrition. St. Paul, Minnesota: West Publishing, 1977.

Wilson, Eva D., Katherine H. Fisher, and Mary E. Fuqua. Principles of Nutrition. 3d ed. New York: John Wiley & Sons, 1975.

Periodicals, Bulletins, and Pamphlets

American Home Economics Association. Handbook of Food Preparation. 7th ed. Washington, D.C.: American Home Economics Association, 1975.

National Research Council, Committee on Dietary Allowances. Recommended Dietary Allowances. 8th ed. Washington, D.C.: National Academy of Sciences.

U.S. Department of Agriculture. Family Fare--A Guide to Good Nutrition. Home and Garden Bulletin No. 1. Agricultural Research Service. Washington, D.C.: U.S. Government Printing Office, 1971.

U.S. Department of Agriculture. Nutrition Labeling--Tools for Its Use. Agricultural Information Bulletin No. 382. Washington, D.C.: U.S. Government Printing Office, 1975.

U.S. Department of Agriculture. Nutritive Value of Foods. Home and Garden Bulletin No. 72. Agricultural Research Service. Washington, D.C.: U.S. Government Printing Office, 1971.

U.S. Department of Agriculture. Your Money's Worth in Foods. Home and Garden Bulletin No. 183. Washington, D.C.: U.S. Government Printing Office, 1976.

UNIT 2

RELIABLE SOURCES OF NUTRITION INFORMATION

Objective

Many articles, pamphlets, books concerning nutritional standards and needs deluge the consumer everyday. These all must be carefully evaluated to establish their reliability whether they be from government, professionals, or private individuals and organizations.

The MATCHE student will be able to identify those groups and individuals who consistently provide reliable nutrition information and evaluate the trustworthiness of the content of these publications and articles in order to recognize those which would be most understandable and valuable to the consumer.

Overview

Bombarded by fads, fallacies, and nutritional quackery, the consumer often finds it difficult to determine which publications agencies or companies provide reliability in the information they disseminate.

It is the purpose of this unit to assist you to locate and evaluate sources of information on nutritional standards and needs and to recognize those which would be most valuable and understandable to the consumer.

Lesson: Nutrition Information

Narrative Summary

In 1969 the White House Conference on Food, Nutrition and Health repeatedly attributed malnutrition not to an overall shortage of available "nutrients, but rather to . . . a lack of nutrition knowledge on the part of the consumers and actual misinformation disseminated in advertising and other communications media." Human nutrition information comes from many sources, some reliable and some not so reliable. Choosing from among them is not easy because so much has been written about nutrition and health-related areas. It is the purpose of this lesson to develop guidelines and criteria which you can use to evaluate reliable and unreliable sources of nutrition information and identify those which would be understandable and valuable for the consumer.

Suggested Activities (Independent Library Study)

Part A

Sources of nutrition information both reliable and unreliable, deal with nutrition from A to Z. Consult the resources listed at the end of this lesson and develop a glossary for these nutritional terms in relation to the objective for this unit.

ADA
additives
Air Force Diet
AMA
anemia
anorexia nervosa
atherosclerosis

beriberi

Calorie
calorie
calories-don't-count diet
carcinogen
celiac disease
cholesterol
crash diet

DDT
Delany Clause
dental caries
drinking man's diet

enzymes

fallacy

fasting
food faddism
fruititarian
food supplements

health foods
hyperuricemia
hypoglycemia

inorganic fertilizers

kcalories (kcal)
kelp
ketogenic
kwashiorkor

lacto-vegetarian diet
lecithin
low-carbohydrate diet
liquid protein
marasmus
"Mayo Diet"
megavitamin therapy

natural fertilizer
natural foods
naturopath
nostrum

organic fertilizers
organic foods
organically grown foods
organically processed foods
overweight
ovo-lacto-vegetarian diet

placebo
pellagra
phenylketonurea
pesticide
pica

quack

reputable nutritionist
rickets

soil depletion
scurvy
"Silent Spring"
synthetic vitamins
subclinical deficiencies

underweight

vegan diet
vitamin B6-diet

xerophthalmia

Zen Macrobiotic diet

Part B

Arrange to see the American Medical Association's film, "The Medicine Man." (See Resource List at the end of this lesson.)

1. List some of the ways "the medicine man" convinces his audience.

2. Identify any false claims he makes.

3. How is he finally incriminated?

4. List some reliable sources of nutrition information that were used to refute his claims.

Part C

Keep a log of food commercials on television or clip food ads from your local newspaper or favorite magazine which make nutritional claims about the product.

1. Are these claims based on fact?

2. Are all the facts given or are they distorted?

3. Where would you file a complaint if you found that any of these were making false claims or misleading the public?

Part D

Every day another popular magazine hits the newstand with yet another way to a slim and beautiful body. Select one of these popular reducing diets. Consult several reliable sources of nutrition information and evaluate the diet for (a) nutritional adequacy, (b) health safety, (c) cost, and (d) practicality.

Part E

Read a magazine, pamphlet, or book which you consider to be an unreliable source of nutrition information. Prepare a critique of it in which you quote reliable sources of nutrition information to refute any fallacies you have discovered.

Part F

Federal studies indicate that consumers are spending billions of dollars in their latest rush to the fountains of youth and sex. You are going to purchase items for a family dinner for two consisting of the following:

Vegetable Juice Cocktail

Macaroni and Cheese Casserole

Green Beans Stuffed Tomatoes

Whole Wheat Biscuit with Honey

Frozen Yogurt
with
Fresh Strawberries

Prepared with a shopping list for this menu, (1) visit a health food, or natural or organic food store, and determine the cost of this meal. (2) Take the same shopping list to your local supermarket and price the identical or similar items.

1. Are there differences in cost? How do you explain them?

2. Did you find all of the items or reasonable substitutes for them in the supermarket?

Suggested Resources

Books

Clydesdale, Fergus M. and Frederick J. Francis. Food Nutrition & You. Englewood Cliffs, New Jersey: Prentice Hall, 1977.

Deutsch, Ronald M. The New Nuts Among the Beeries. Palo Alto, California: Bull Publishing, 1977.

Kramer, Mary, and Margaret Spader. Contemporary Meal Management. New York: John Wiley & Sons, 1972.

Labuza, Theodore P. Food and Your Well-Being. St. Paul, Minnesota: West Publishing, 1977.

Labuza, T.P. Food For Thought. Westport, Connecticut: AVI Publishing, 1974.

Labuza, Theodore P. The Nutrition Crisis: A Reader. St. Paul, Minnesota: West Publishing, 1975.

Lowenburg, Miriam. Food & Man. 2nd ed. New York: John Wiley & Sons, 1974.

Troelstrup, Arch W. The Consumer In American Society: Personal and Family Finance. 5th ed. New York: McGraw-Hill, 1974.

U.S. Department of Agriculture. 1974 Yearbook of Agriculture, Shopper's Guide. Washington, D.C.: U.S. Government Printing Office, 1974.

Whelan, Elizabeth M., and Frederick J. Stare. Panic In The Pantry. New York: Atheneum, 1975.

Whitney, Eleanor, and May Hamilton. Understanding Nutrition. St. Paul, Minnesota: West Publishing, 1977.

Periodicals, Bulletins, and Pamphlets

Vitamin Supplements and Their Correct Use. Pamphlet No. 9801-515G. AMA, Department of Foods and Nutrition, Division of Scientific Activities, 1970.

"Scientific Agriculture at the Crossroads." Nutrition Today, Jan.-Feb. 1973, pp. 31-33.

American Dietetics Association. "ADA Reports: Position Paper on Food and Nutrition Misinformation on Selected Topics." Journal of the American Dietetic Association 66 (March 1975), 277-280.

"The Merchants of Menace." Pamphlet No. 9801-3205-795C. Chicago: American Medical Association, 1966.

Bruch, Hilde. "The Allure of Food Cults and Nutrition Quackery," Journal of the American Dietetic Association, 57 (October 1970), 316-20.

Nutrition References and Book Reviews, Revised 1975. Chicago: Chicago Nutrition Association, 1975.

Christianson, Arlene. "Nutrition Fads: Findings and Facts," What's New in Home Economics, October 1972.

Jukes, Thomas H. "Fact and Fancy in Nutrition and Food Science," Journal of the American Dietetic Association, 59 (September 1971), 203-11.

Manne, Anne. "What Role Is Ecology Playing in Today's Nutrition?" Forecast for Home Economics, February 1972. pp. F-65, F106-107.

"Food Faddism." Dairy Council Digest. Chicago: National Dairy Council, 44:1 (Jan.-Feb. 1973).

National Nutrition Education Clearing House. Nutrition Information Resources for Professionals. Berkeley, California: Society for Nutrition Education, 1 (November 1972).

Audiovisual Aide

American Medical Association. "The Medicine Man." B & W, 27 min, sound, 16MM film. Available (for return postage only) from Sterling Movies USA, 43 West 61st Street, New York, N.Y.

MODULE PRE/POSTTEST

Student_____

Consumer Aspects in Planning Meals Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

Unit 1

Lesson 1

1. List four basic goals in menu planning and meal management.

2. How do convenience foods affect the price of a product?

3. What are the six USDA grades of beef? List them in order of quality.

4. Are the grades in question 3 applicable to pork?

5. What is the main function of the FDA?

6. Why do some foods have standards and others do not?

7. What three factors contribute to foodborne illness?

Lesson 2

8. What are the six nutrients necessary for body maintenance?

9. What four factors determine the amount of nutrients a person needs?

10. Which nutrient performs the following functions:

_____growth and repair of cells

_____energy

_____body processes and functions

11. By what means is food energy measured?

12. Why is calcium necessary, and by what food source is it provided.

13. What is anemia?

14. What is a water soluble vitamin?

15. What are two major sources of vitamin A?

Pre/posttest (continued)

16. What is the main function of vitamin K?

17. Why is water necessary to the body?

18. Why are non-digestible fibers necessary to the body?

19. List the four daily food groups.

20. What are the nutrition contributions of each group?

21. Define RDA.

22. How is nutritional labeling helpful in meal management and planning?

Lesson 3

23. Define "food habits".

24. How does the availability of food affect meal planning?

25. How are family economics involved with the availability of food and menu planning?

26. Does food have symbolic meanings?

27. List two factors which are involved in making food a "status food".

Lesson 4

28. How do the following affect the selection of food for a household?

    a. individual preference
    b. family traditions
    c. cultural origin

29. How does the availability of foods in the United States affect ethnic preferences in meal planning?

Lesson 5

30. With more women working outside the home today, how has this added to our changing life styles?

31. What has led to the decline of family-group eating?

32. What have become alternatives to family-group eating?

33. What types of foods and food habits are related to the current concern for nutrition awareness?

34. How has the priority of food in the family budget changed?

35. Discuss the importance of time in meal management.

36. What three factors are important to total family food management?

Lesson 6

37. Name three factors which affect the proportion of the family income spent on food.

38. To what sources would you refer in determining nutritive value of food?

39. Name two laws which protect the consumer from adulterated foods.

Pre/posttest (continued)

Unit 2

Lesson 1

40. Define "carcinogen".

41. Are fad diets safe? Why or why not?

42. What is the popular definition of organic or natural foods?

43. What action was taken by the FDA as a result of the book Silent Spring, by Rachel Carson?

44. What is the difference between "undernourishment" and "malnourishment"?

ANSWER KEY
MODULE PRE/POSTTEST

Consumer Aspects in Planning Meals

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

Unit 1

Lesson 1

1. Good nutrition, planned spending, satisfying meals, and controlled use of time.

2. As a general rule, convenience foods do increase the cost of the products; however, there are many exceptions and other considerations, such as the homemaker's time. See Kinder, pp. 138-142 and 144-145.

3. Prime, choice, good, standard, commercial, and utility.

4. These grades do not apply to pork.

5. As it was created in 1906, the main functions of the Food and Drug Administration were to prevent adulteration of our food supply and to control many unsafe and unhealthy conditions within the industry which processed those foods. Its functions have been augmented, abridged, and expanded through the years. See Troelstrup, pp. 573-578, Kinder, pp. 82-110, and Bennion and Hughes, pp. 23-26.

6. Definitions and standards are often years in the making, and they are frequently modified as technological developments, consumer wants, and industry interests deem change to be desirable.

7. Time, temperature, and pH or condition of the food.

Lesson 2

8. Proteins, carbohydrates, fats, vitamins, minerals, and water.

9. Age, weight, sex, and individual activity.

10. Protein is the nutrient essential to growth and repair of cells. Carbohydrates are the primary source of energy. Vitamins and minerals are instrumental in regulating body functions and processes.

11. Food energy is measured in Calories or kilocalories, which are equivalent to 1000 calories each.

12. Calcium is necessary for good bones and teeth, to regulate muscle contraction, to maintain the acid-base balance of the blood, and as an enzyme activator. It is found primarily in dairy products, especially milk; seaweed, whole fish, flour, and alfalfa provide sources in which it is balanced with an adequate amount of phosphorous for its utilization.

13. Anemia is one of the most prevalent forms of nutritional disease in the United States. If not enough iron is consumed, the number of red blood cells which contain the hemoglobin is reduced and not enough oxygen can be brought to the cells. A person in this condition becomes lethargic. Iron deficiency can be caused by too low an intake in foods or by consuming foods which prevent iron from being absorbed from the digestive tract.

14. Water soluble vitamins are so called because of the way in which they are isolated; they do not function only in water. These are usually extracted with a salt water solution and include thiamine, niacin, vitamin C, riboflavin, vitamins B_6 and B_{12}, as well as folic acid, lipolic acid, biotin, and pantothenic acid.

15. Sources of vitamin A are butterfat, green leafy vegetables, eggs, and fish liver oils.

16. The main function of vitamin K is in the clotting of blood, where it is essential for the synthesis of at least four of the thirteen different proteins, including prothrombin, which are necessary for this process.

17. Water comprises about 60 percent of the human body. A human being can survive approximately four days without water. A person should normally consume at least one and one half to two quarts of water per day. Intakes of lesser amounts are dangerous to the kidneys because chemicals become concentrated in the body and may cause severe reactions.

18. According to LaBuza, The Nutrition Crisis, pp. 52-58: "Fiber ingestion promotes regularity, softer stools, more frequent elimination, but in the case of certain vegetables (e.g. legumes it increases flatulence. It also increases the excretion of bile acids, sterols, and fats." This latter function is believed to prevent bile acid re-absorption, cholesterol and fat absorption which may help reduce atherosclerosis and its complications. Regularity and softer, more frequent stools may also be related to prevention of diverticular disease and intestinal cancer.

19. The fruit and vegetable group, the bread and cereal group, the meat group, and the milk group.

20. The vegetable and fruit group is an important source of vitamins and minerals, especially vitamins C and A, iron, and calcium. The milk group is important for its complete protein, calcium, phosphorus, and riboflavin. Bread and cereal products provide carbohydrates, thiamine, niacin, riboflavin, and phosphorus. The meat group contains complete proteins, thiamine, niacin, riboflavin and other B vitamins, vitamin A, phosphorus, and iron.

21. RDAs are Recommended Dietary Allowances, which are the levels of intake of essential nutrients considered, in the judgment of the Food and Nutrition Board of the National Academy of Sciences on the basis of available scientific knowledge, to be adequate to meet the known nutritional needs of practically all healthy people.

22. It helps the meal manager comparison shop in relation to nutritive value. See Kinder, pp. 88-106; Troelstrup, pp. 242-249; and the USDA Agri Information Bulletin No. 382, Nutrition Labeling--Tools for Its Use.

Lesson 3

23. Food habits are the characteristic and repetitive acts an individual performs under the impetus of the need to provide himself with nourishment and simultaneously to meet an assortment of social and emotional goals.

24. A food must be accessible before a person can eat it. It must be physically present by some means; it must be economically feasible; and it must be selected for presentation by the person(s) who brings the food to the table.

25. For most American families, the largest percentage of consumption expenditures is for food at home or away from home. How much food the dollar buys is determined by decisions made by the homemaker in regard to where to shop, when to shop, what to buy, how to buy it, how much to take advantage of abundant supply and sales, and whether to buy services rendered in the preparation of foods, that is, convenience.
Income is a powerful factor in determining how much can, or will, be spent for food. See Kinder, pp. 120-148 and pp. 353-398, and Troelstrup, pp. 210-213 for in-depth discussions of family economics and family meals.

26. Yes. See Gifft, pp. 34-48.

27. Cost, difficulty in acquiring or preparing, novelty, exotic nature, superior quality, pleasing taste, home-made.

Lesson 4

28. a. Meals provide satisfaction of physical and emotional needs. By and large, we eat what we like and we like what we eat, so meals must be planned and prepared to consider the preferences of individual family members.

    b. Much of the gratification and satisfaction derived from the foods we eat is based on family tradition. The special Thanksgiving dinner eaten in the company of a large and loving family, as well as the everyday meals served in most homes, reflect the tradition of the family and the culture in which that family exists.

    c. Selection of food based on cultural heritages is an almost inherent process for the homemaker. Oriental, Jewish, German or any culture have their own peculiar food habits. These food preferences do affect the availability of food from which the homemaker chooses her families' diet. Kinder, pp. 12-18, and Gifft, pp. 54-106 discuss in great detail individual preferences, family traditions, and cultural origins in relation to family food selection.

29. A complex and interrelated influence of the availability of certain foods in the various geographical areas of the United States with the tendency for various ethnic groups to group together and locate in areas which reflected their heritage has developed a varied and exciting conglomeration of diets. The typical chili and hot foods of the Mexicans who settled the Southwest, the sauerkraut and weiners from the Germans of the Midwest, the overwhelming beef jambalaya of New Orleans are all manifestations of this interelationship and affect foods served in every home today. The advances of modern technology have made this variety of food and diet available nationwide at almost any season of the year. Kinder, pp. 12-18, and Gifft, pp. 54-106, provide many more examples and imaginative suggestions for the influence of regional availability of foods on the development of ethnic diets in the United States.

Lesson 5

30. According to recent surveys, forty percent of all meals are now taken outside the home and meals taken inside the home are very often collections of snacks eaten on an individual basis. Many more women are working outside their homes and as a result, people have much less time to prepare meals or to eat as a group. See Troelstrup, pp. 200-212, and Gordon and Lee, pp. 81-94.

31. Most authors agree that a society changing from a once rural, farm-family culture to a more urban society tends to fragment family living patterns and time allocations. In a rural society, group activity tended to center the larger, extended family around the farm home whereas the very pace of life and diversity of activity for various family members has tended to dissociate the group from the center of family life in larger cities. Working mothers and homemakers, a transient and uprooted society, and retirement practices have all influenced the trend away from the daily, three meals a day at specific hours, routine of the farm family. For further discussions see Troelstrup, pp. 200-212, and Gordon and Lee, pp. 81-94.

32. We no longer just eat meals according to patterns set by our predecessors but choose to eat more meals away from home--almost forty percent, or when we do eat at home it is most often a collection of snacks that each of us prepares and consumes on an individual or small-group basis. Much less time is spent in preparing meals with a consequent rise in purchase of convenience and semi-prepared foods. Meals served at school, in the company cafeteria, at the local restaurant, and drive-in all fill the food needs for individuals who no longer can or will return home for all their daily bread. Troelstrup, pp. 200-212; Gordon and Lee, pp. 81-94; and Kinder, pp. 1-4, 10-17; provide insight into these changing food consumption patterns and detailed statistics to corroborate most.

33. Troelstrup, pp. 200-204, 206-208, points to the USDA survey of household food consumption (1965) and delineates the following findings as reason for the current concern for nutrition awareness:

    a. One-half of the diets were good and one-fifth were poor in both urban and rural areas. (A "good diet" provides recommended dietary allowances for seven nutrients--protein, calcium, iron, vitamin A value, thiamine, riboflavin, and ascorbic acid. Diets that furnished less than two-thirds of the allowance for one or more of these nutrients were rated "poor.")

    b. Diets were poor in more households in the North Central and Southern regions than in other regions.

    c. More high- than low-income families had good diets.

d. Diets in 15 percent of the families were below allowances for three or more nutrients.

e. Most often those diets were below allowances in calcium, vitamin A value and ascorbic acid.

f. Relatively fewer families had good diets in 1965 than in 1955.

g. Calcium, vitamin A value, and ascorbic acid were the nutrients most often below allowances both in 1955 and 1965, but more often in 1965.

34. Food at home accounted for about 15.8 percent of per capita disposable income in 1972, in contrast to about 20 percent in 1960. The average American worker is spending more than one out of every three dollars to buy food for his family, both at home and away from home. See Troelstrup, pp. 208-212.

35. Four general goals for meal managers have been established--good nutrition, planned spending, satisfying meals, and controlled use of time. All of the first three depend on the meal manager's decisions regarding use of time and energy. According to Kinder, pp. 419-434, if the meal manager "cannot or will not give much time and energy to meals, then they are what they are and they cost what they cost for that reason."

36. Adequate use of money, time and facilities to prepare nutritious, satisfying meals.

Lesson 6

37. Income, knowledge of the marketplace, shopping skills and abilities amount of available time and energy, family food likes and dislikes, family goals and value systems.

38. Church and Church, Food Values of Portions Commonly Used.
U.S.D.A., Nutrition Labeling--Tools for Its Use.
U.S.D.A., Nutritive Value of Foods.

39. Pure Food and Drug Act of 1938, Pesticide Chemicals Act of 1954, Poultry Inspection Act of 1957, Food Additive Amendment of 1958, Color Additive Amendment of 1960.

Unit 2

Lesson 1

40. Any cancer producing substance.

41. Generally not. See Lubuza, Nutrition Crisis, pp. 217-420.

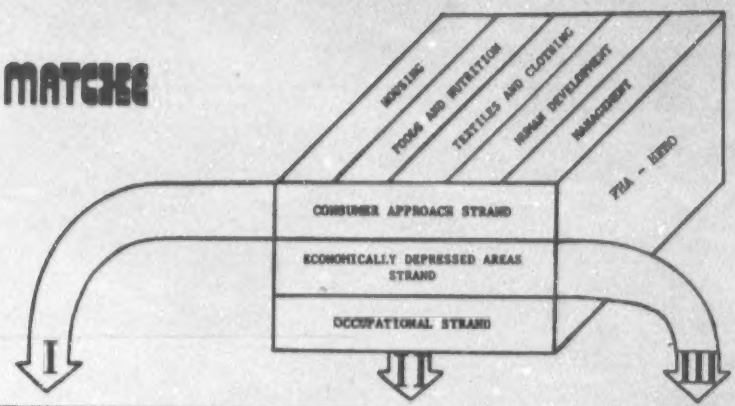
42. Foods that are minimally processed or have not been processed at all.

43. Passage of the Delaney Clause, along with the Food Additives Amendment to the Food Drug and Cosmetic Act, in 1958 by Congress.

44. Undernourishment: insufficient nourishment, or less than the minimum necessary for sound health and growth

Malnourishment: faulty or imperfect nutrition. Hence we assume that malnutrition is due to improper diet, whereas undernourishment is a manifestation of too little food.

MATRIX



	I	II	III
A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumper Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele